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554 565 are the basic factors in social differentiation, while differences in wealth, education, and living standards distinguish individuals but not cohesive social groups.

SEX AND AGE

562 Sex and age differences are the basic factors in the ascription of status and in the structuring of inter-personal relations. Male superiority is accepted as part of the [593] order of things. Women are expected to show deference and respect to men; wives to husbands, sisters to brothers. Sexual differentials are marked in the rearing of children, in the division of labor, and in the privileges and responsibilities of individuals at each stage of the life cycle. Men assume all important leadership roles, economic, political, social, and religious. The double standard in sexual relations is practiced by men, and is generally accepted by women. However, women have comparatively high status; they may own and inherit property, participate in religious life, and as mothers enjoy an important role within the home.

561 192 [195] The principle of respect for age is second only to that of male superiority. Young people must address older people by the respectful *Vd.*, and in turn are addressed by the more familiar *tú*. The basic age divisions or statuses recognized in the village are five: (1) *criatura* (infant), until about age two or weaning time; (2) *niño* (child), from two to about twelve; (3) *jóvenes, muchacho, muchacha,* or señorita, from about twelve until marriage; (4) *adulto* or *hombre* (man) and *mujer* (woman), from marriage in the case of a man, and after having one or two children in the case of a young married girl; (5) *anciano* or *viejo* (the aged).

858 The infant status is by far the most privileged. Infants get a great deal of attention and care. Notwithstanding the widespread preference for boys, there are practically no sexual differentials in the treatment accorded infants.

[856] [867] [868] The child status is an extended one, and the development of the child is viewed as a slow process which must not be unduly hurried. In the early years the child is expected to learn the all-important virtues of obedience and respect for parents, older siblings, and other adults. Responsibilities and work are assumed earlier by girls than by boys, but in both cases it is generally gradual. Nevertheless, the period of childhood is a relatively difficult one. It is a time when punishments are given, when play must be gradually restricted and finally eliminated. It is also the period of greatest demands and least rewards.

882 The period of youth is the time when both boys and girls assume adult work roles. They are not viewed as adults, however, and do their work under the supervision of their parents. The sexual differentials in this stage are very sharp, and boys have much more personal freedom than girls. This period of youth is generally longer for boys than girls, since the latter marry earlier. Young men, however, may not hold public office or be entrusted with positions of responsibility in the barrio.

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121 554 565 tive modes of life and cultural expressions corresponding to them, that draws class apart from class, gives cohesion to each class and stratifies a whole society." Cf. Robert M. MacIver and Charles H. Page, *Society* (New York: Rinehart and Co., Inc., 1949), p. 349. It will become apparent to the reader that Tepoztlán has no classes in the above sense. However, in terms of the Warner approach, many classes and subclasses might be found in Tepoztlán.

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The *adultos* consist of married adults and heads of families. Marriage is important as initiating the adult status, and it is the most productive one for both men and women. The adults are the most important group both economically and politically and they run the society. If adult males carry most of the responsibilities, they also enjoy many privileges. They may smoke and drink, have affairs with women, beat their wives, and otherwise exercise male prerogatives. These prerogatives are not supposed to apply to unmarried youths, but when young men begin to get drunk and run around with women, it is said that they "are becoming men."

The status of the aged is, theoretically, one of great respect. Old men and women can address anyone in the familiar *tú* and in return are to be addressed by *Vd*. But sometimes the more endearing *abuelito* or *papacito* is used. To contradict an *anciano* and certainly to beat an old man is an outrage; "it is like beating your own father." The status of the aged, however, is by no means an enviable one, particularly when old people can no longer support themselves. Children are supposed to support aged parents but there are cases of extreme neglect and the theme, "I would rather die than depend upon my children" is frequently heard. The old people do not take part in politics and in general do not have positions of leadership. Because of the rapidly changing culture, the *ancianos* are out of step with the times. Many speak Spanish poorly and have difficulty even in communicating with their grandchildren. In some cases the younger generation, particularly those who have been away to school, are embarrassed by the old fashioned dress, speech, and manners of their grandparents.

RACE

Race is not an important factor in status in Tepoztlán, and racial prejudice hardly exists. Although Tepoztecans are quite sensitive to color differences, there are no distinct racial groups as such recognized in the village. The three distinctions most commonly made are *blanco*, *prieto*, and *indio*. The *blancos* are those with light skin and light eyes, characteristics which are definitely favored. The *prietos* are those with dark skin. The term *indio* has various connotations. Sometimes it is used as the equivalent of *campesino* as opposed to the city man; thus it may be said, "Here in Tepoztlán we are all *indios* and we get along on very little, whereas the city people are very demanding." At other times the word *indio* is used to designate low socio-cultural status, "el pobre, como es indito, no sabe ni siquiera hablar bien" (because the poor thing is Indian he can't even speak well). In this sense, many refer to the inhabitants of the smaller and poorer barrios of San Pedro, Los Reyes, and San Sebastián as *indios*. *Indio* is also used as a term of criticism in reference to one who has poor self-control and is capable of violence. Thus Tepoztecans will say, "In Amatlán they are very Indian, if one is not careful he may be assassinated."

Basically, the term "Indian" is used to designate social status rather than physical type. A wealthy dark person who dresses in city style may not be considered *blanco*, but neither will he be called *indio*. On the other hand, a rich person who continues

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the quality of inter-personal relations: 12

Tepoztecans are not an easy people to get to know; they are not an outgoing or expressive people. Most inter-personal relations are characterized by reserve, constriction, and carefully guarded behavior. Spontaneous or informal behavior is limited to the most intimate relationships and rarely occurs in public. Tepoztecans do not like to attract attention by word or deed, and self-control is learned early. In the presence of adults, children are expected to be unobtrusive.[1] In large public gatherings of adults and children, there is a minimum of noise. A family whose quarrels or boisterousness can be heard by passers-by soon earns a poor reputation.

In the street, most faces are somber and quiet; smiles, brief and appropriate; hearty laughter, rare. Women and girls are expected to walk with eyes downcast and those who smile freely may be suspected of being flippant and flirtatious. Adolescent girls, in particular, must have good facial control, for even a glance of interest may be taken as a sign of encouragement by some hopeful male. To smile unnecessarily at other people's infants is to be suspected of the evil eye, and most children do not learn to smile at strangers or visitors until they attend school.

Correct behavior is important at all times, at home, with friends, with relatives, and in public. Only in the case of old people and men who are drunk are deviations from customary reserve tolerated. Nevertheless, men recovering from drunkenness are apt to worry over having committed some improper act, such as behaving disrespectfully to a *compadre*. For this reason, men are careful about choosing drinking companions; individuals in a respect-relation, such as father and son, uncle and nephew, and *compadres*, must never drink together.

There are no fiestas in Tepoztlán which are openly bacchanalian in character, or in which women as well as men become drunk and promiscuous as in some other parts of Mexico. Even at the Carnaval, when Tepoztecans behave with relative freedom, the leading participants are disguised in masks and costumes, and whatever love-making takes place is done secretly.

[1] Only during the recreation hour in school do children make a great deal of noise and play wildly. The play pattern in school is in sharp contrast with that at home and is clearly out of keeping with the older culture pattern.

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18 *adolescence, courtship, and marriage:*

882 192 [881] [589] THE PERIOD between childhood and adulthood is relatively ill-defined in Tepoztlán and unmarked by special occasion or ceremony. In the recent past, this interim was brief or non-existent for girls. Until about age twelve, girls were called *niña* or *sisigwa*, and from twelve to fourteen they were *señorita* or *ichpokame*. But because of early marriage most girls passed directly from *niña* to *señora*. *Señoritas* who did not marry soon were *solteras* or *ichpokath*. At the present time in Tepoztlán, girls are *niñas* until about age fifteen and are *señoritas* between about fifteen and twenty. Though girls over twenty are still *señoritas* they are viewed as *solteras*. Both the period of childhood and marriageability have been lengthened by several years. A majority of the parents withdraw their daughters from school at about twelve, the age at which girls were married a generation ago. This practice extends the interim period rather than childhood, because girls of twelve and over conduct themselves more like *señoritas* than like *niñas*.

882 [582]

The situation was and is quite different for boys, who, unlike girls, were not hurried into adulthood by early marriage. In the past, as well as now, boys are called *muchachos* or *piltontle* from about age seven to seventeen or eighteen. There is no native term to differentiate any periods within this wide age range. After seventeen or eighteen, boys are called *jóvenes, muchachos,* or *telpokath*. This period varies considerably in length, since there is no set or recommended age for marriage for boys. Compared with girls, the change in age status of boys occurs later, more gradually, and with less strain. Today the development of boys is even slower because the assumption of full-time adult work, which for many in the past took place at about ten years of age, now generally occurs at fifteen. Childhood, or the period of play and education, has thus been lengthened, and boys may go to school as late as fourteen years of age without incurring criticism.

[192] [582] [872]

ADOLESCENCE

883 The intermediate period between childhood and adulthood begins to have the characteristics of adolescence, as we know it, and some of the better educated people in Tepoztlán now use this term. There are, however, several fundamental differ-

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THE ADOLESCENT GIRL

882 Although a girl becomes a *señorita* at fifteen, adolescence may be said to begin at twelve or thirteen. At this age girls are withdrawn from school to stay at home and work with the mother. They are expected to give up friends and habits of play and to devote themselves to caring for younger siblings and doing household chores. Some girls of this age are reluctant to discontinue their former activities and receive a good deal of punishment before they resign themselves to it.

At a girl's fifteenth birthday, her parents prepare her for marriage by presenting her with a pair of shoes for holidays, a bright colored dress and apron, and perhaps a pair of silver or gold earrings. Even very poor parents make an effort to give their daughter new clothing to attract a husband. Girls are very pleased by this and pay much attention to their appearance. They generally look better groomed than either *niñas* or married women. Despite the new clothes and other finery, some girls are 883 reluctant to become *señoritas* because they have even less freedom and are expected to do more work at home. They must now do everything that a married woman does, wash and iron the heavier clothes, as well as the badly soiled ones, sew, grind corn, make larger tortillas, grind coffee, cook all the food eaten by the family, learn to make *mole* and prepare fiesta dishes, and also sometimes go for water. In addition the girls are given almost entire care of their younger brothers and sisters. The girls are held responsible if the children are hurt, become ill, or are naughty. Usually the older girls are permitted to punish their charges lightly and to send them on errands, but they do not have full authority, even when the mother is not at home. In general the elder girls are expected to defer to the younger ones and to be protective and compliant. If a younger brother or sister complains to the mother about the older girl, she may be punished.

The contrast between the girls who stay at home and those who continue going to school is striking. The educated girl usually does very little housework, assisting only with the lighter tasks. She has more leisure time, more friends, and is generally less restricted by her parents. Even if she does no professional work after completion of school, she automatically enjoys a higher status than do her less educated [582] peers. These girls tend to marry late because of the difficulty of finding a suitable husband. Girls who continue to go to school until fifteen years of age or longer are a particular source of apprehension to their parents. As a precaution, and at much expenditure of time and money, girls who attend school out of town are taken to and from school by one of the parents or an elder brother on week-ends or holidays.

After menstruation occurs, the mother becomes more strict in her surveillance of 864 her daughter. The most emphatic restriction and discipline are applied to the 584 adolescent girl in her relations with boys. She is warned over and over that the worst thing she could do is speak to a boy or pay attention to anything he might say to her. She is told that boys are dangerous and often the cause of disgrace, and that only crazy or "bad" girls have anything to do with them before marriage. Girls are warned not to bring shame to the parents and they are threatened with severe punishment. Girls are so guarded that a delay in returning from an errand may

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593 883 [594] [882]

them at little provocation. Mothers also tend to spend a good part of the time in gossiping with neighbors or visitors, going to the plaza, and visiting relatives. Some take jobs or start up small businesses and are away from home much of the day. The pleasanter or more rewarding aspects of an adolescent girl's life are the new clothes and little luxuries her parents see fit to buy for her, trips to the plaza or mill, and attendance at church and fiestas. The majority of girls are permitted only a minimum of these. Rewards in terms of higher status, increased respect or authority, or expressions of appreciation or praise are generally absent. Courtship provides a great deal of excitement but also is a source of worry and fear.

THE ADOLESCENT BOY

883 [594] [735] 593 883 526 883 177 [541]

It is at the beginning of adolescence that boys begin to work seriously at farming, which is the most important and most respected work in the village. The improved status of boys, their larger share of food, clothing, and spending money, and their increasing authority over younger brothers and sisters, all stem from this. Boys of thirteen and fourteen, who may still be in school, begin to chafe under the confinement, authority, and "childishness" of school, and long to do farming and partake in its rewards. This coincides with the wishes of most parents, for boys of this age generally spend their days working under the supervision of their fathers. Boys who are orphans or whose family owns no land may work with an uncle or brother-in-law during the learning period and later work as hired hands for others. Boys in very poor families sometimes work at simpler tasks for wages several years before adolescence, but this is no longer common.

The work relations of father and son are generally smoother than that of mother and daughter. The more authoritarian, reserved figure of the father usually inspires the son to complete obedience. Fathers also tend to be more patient and less hurried in teaching their sons, and the work is done side by side, with the father usually taking the heavier burden.

Interest and participation in sports and other "modern" diversions are becoming characteristic of adolescent boys and older youths in Tepoztlán. Although recreational activities are still quite limited in Tepoztlán, especially when compared with the United States, there is much resistance to them on the part of the older generation. Not only is play generally viewed as a small child's activity exclusively but, even for children, it is often thought of as being a waste of time and having a strong element of danger. In the case of sports for boys of thirteen to twenty or more years of age, it is considered harmful and unnecessary. Parents believe that sports consume the precious energy needed in the milpas; they say that the ax, machete, and team of oxen provide all the exercise a farmer can endure. Mothers complain that their sons get overheated and are particularly liable to *los aires*. Older men tend to dislike the new sports because they are successfully pushing out the older diversions, such as *jaripeos* and cockfights.[1]

[1] For a discussion of new sports and forms of diversion for young people, see Chapter 9, "Wealth Differences and Levels of Living," p. 208.

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paper with some regularity and none of them were peasants. Magazine reading has increased, however. In 1956, about fifty villagers had magazine subscriptions. About half of these were for *Selecciones*, the Spanish version of the *Readers Digest;* others were for such publications as *Life, La Granja, La Tierra, La Sevilla.* Over a third of the subscriptions were held by teachers and most of the others by persons in nonagricultural occupations. The majority of the subscribers were under fifty, and reading was predominantly done by the men. Except for school teachers and some officials, few people owned books, but many children read comics.

Related to the developments noted above are changes in every stage of the life cycle, particularly the rearing of children. Again, most of the changes are found in the middle economic group, and the following discussion of the direction of change applies mainly to this group. Changes are occurring among the tradition-oriented members of the lower groups also, but at a much slower rate.

Women still prefer to give birth on a *petate* with the help of a midwife, but a doctor is often called in for difficult cases. Many young women are rejecting some of the "Indian" customs and cures of the midwives—the food taboos, for example, the use of smoke to help labor, and the wearing of the *huipil.* Magical practices like burying the first milk or throwing it over the roof are being discarded. Because more babies are being bottle-fed, the druggist now keeps a supply of baby bottles and nipples, as well as of formula mixtures. Young women feel less need to follow such customs as sweatbaths or the forty-day postpartum seclusion before the *sacamisa.*

A definite trend toward greater child-orientedness on the part of both parents is evident. Parents tend to be more permissive and more demonstratively affectionate with their young children. More fathers can be seen on the street carrying small children and a few help a little with the children at home. The swaddling of infants has been completely abandoned as "cruel" by some mothers. Parents indulge their children more, especially the first-born, and openly show their pride in their infants by buying them toys, shoes, and attractive clothing. This is in sharp contrast with the older attitude of guarding children from the attention of others through fear of the "evil eye." Younger and more educated parents punish more lightly, permit more play, and send their children to school for as long as possible. The period of adolescence is becoming longer and more clearcut, and the time when youths are expected to contribute to the support of the family is often delayed by years of study.

Arranged marriages have completely disappeared and more couples are marrying for love. Church weddings have become more elaborate and expensive and are patterned after those of the urban middle class. Newlyweds try to set up independent households immediately after marriage or as soon as it is economically feasible to avoid the problems of living with mothers-in-law. Some young wives work as school teachers or shopkeepers, but this is still unusual. More couples are resorting to legal divorce rather than mere separation or abandonment.

A noticeable change has occurred also among the educated middle group

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in attitudes and values and in the quality of interpersonal relations. It is too early to tell how deeply these changes have affected the ethos and character of the villagers, but all signs point in the direction of more profound changes to follow. In 1956, Tepoztecans seemed on the whole more outgoing and friendly and less bothered by the presence of outsiders. Children were noisier and smiled more; they were as apt to run toward as away from a stranger. Indeed, they begged tourists for centavos. Small groups of unchaperoned adolescent girls laughing and talking together were not unusual sights, and occasionally a village girl might be seen walking side by side with a boy in broad daylight. In general, the villagers were more accepting of their sophisticated members and provincialism seemed to be on the wane. There was more competition for jobs and scholarships and in general display.

That Tepoztecans have more drive and ambition for self-improvement is obvious. The young people are restless and have found the courage to leave the village to look for better opportunities. They are making greater demands on their parents for education, and they have more confidence in and more ability to cooperate with people outside the family over longer periods of time. Friendship not based on formal reciprocal relationships has become increasingly important; *compadrazgo* has assumed a new significance in providing connections and social advantages. Material success and a higher standard of living are consciously admired and worked for and the motivation to hide wealth is weaker. Respect has come to be based more and more on wealth and social status. Education imparts higher status; a young man or woman who has a teacher's certificate expects to be treated more respectfully by his or her elders. The middle class, especially, feel that status is also gained by discarding folk beliefs and practices and becoming more Catholic.

It is apparent, then, that Tepoztlán has made great strides ahead in the past fifteen years. The changes have been uneven, however, and not all the sectors of the population have equally benefited. Faced with limited agricultural resources, low yields, an absence of irrigation, and little prospect of solving their agricultural problems through mechanization, the villagers have by-passed their agrarian problem and have instead become dependent on new occupations and on jobs outside the village.

Most of the changes in the village are enjoyed by the middle economic group which even in 1943 had shown the most initiative and interest in raising its level of living. This group has doubled in size and now constitutes about 25 percent of the total population. Moreover, it is no longer merely an economic group; it is emerging rather as a true middle class, consisting of professionals, white-collar employees, and self-employed artisans and shopkeepers whose values and goals have come to differ substantially from those of the peasantry. The sharpening cleavage between the middle and lower economic groups, between peasant and nonpeasant, is perhaps the most far-reaching and significant change in the village.

Although the lower economic group is proportionately smaller than it was in 1943, it still constitutes the great majority of the villagers—approximately 65 percent. Our data suggest that this group has become even poorer, both because of inflation and because its members have been deprived of a tradi-